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NEWS AND NOTES

THE NATIONAL COUNCIL AT ATLANTIC CITY

In accordance with tradition the National Council of Teachers of English will hold a program meeting in connection with the Department of Superintendence at Atlantic City, March second and third. As the subjoined program shows, two strong sessions are assured. The meetings will be held in the library of the Hotel Traymore, with Dr. T. W. Gosling, of the Wisconsin State Department of Education, Vice-President of the Council, in the chair.

WEDNESDAY, March 2, 1921

2:00 P.M.

- THOMAS W. GOSLING, Vice-President, presiding
- "One Phase of Oral English," A. H. KRUG, Principal, Eastern High School, Baltimore
- "Speech Year," KENNINGTON L. THOMPSON, Principal, Public School No. 11, Jersey City
- "The Composition Teacher's Load," E. L. MILLER, Principal, Northern High School, Detroit
- "Humanism and the Teaching of English," CHARLES G. OSGOOD, Princeton University

THURSDAY, March 3

2:00 P.M.

- THOMAS W. GOSLING, Vice-President, presiding
- "The English Teacher's Opportunities in the Junior High School," SARAH E. SIMONS, Central High School, Washington, D.C.
- "Standardization in English," JOHN L. HANEY, President, Central High School, Philadelphia
- "The Administration of Tests," C. C. CERTAIN, Assistant Principal, Northwestern High School, Detroit
- "Four Years of English in the Secondary School," MAX J. HERZBERG, Central High School, Newark, N.J.

NORTH DAKOTA ASSOCIATION

The eighth annual meeting of the North Dakota Association of English Teachers was held at the Grand Forks High School on November 10 and 11, 1920, in connection with the State Educational Association. Miss Allie Dickson, of Dickinson, presided at the various meetings in an especially pleasing and helpful way.

Among the various matters discussed was the subject of "Minimum Requirements in Mechanics of High-School English." The formal paper on the subject was read by Miss Door, of the Fargo High School. She set forth the very practical idea that promotion from one class to another should never be made unless certain minimum requirements had been mastered, and showed how in the four years of high-school work a satisfactory degree of proficiency in these elementary matters might be assured. She also maintained that excellent students who did not need these mechanical drills should be put in a class by themselves so that their time might be given to other matters which would be more interesting and profitable for them. The paper aroused a good deal of discussion and brought out many practical suggestions as to ways and means.

Another subject which aroused much interest was that of oral English. Miss Ames, of Devils Lake, presented a paper on "The Socialized Recitation"—by which the class work is carried on somewhat in the manner of a club or society in which each member is supposed to take part. A second phase of this matter was presented by Miss Patton, of Jamestown, who discussed the use of the magazine. She gave a report of actual experiments conducted by her with the fourth-year English class. It seemed to be the general feeling of the teachers present that her plan had excellent possibilities not only in the fourth year but in the other years as well. In connection with this same subject, Professor John A. Taylor, of the University, made a plea for training in oral reading; and Miss Reeley, of the Grand Forks High School, and Professor A. P. Arvold, of the Agricultural College, made practical suggestions in regard to the presentation of plays. Professor Rickaby, of the University, especially emphasized the possibility of stimulating interest by simple pageants which might in many cases be composed by the students themselves.

It was decided to attempt to have four meetings during the coming year, one in each of the four districts into which the state has been divided by the State Educational Association. The whole meeting was characterized by much enthusiasm and a fine feeling of fellowship.

Officers for the following year: Professor Taylor of the University was selected president; Miss Hoag of Larimore, vice-president; and Miss Laycock of the University High School, secretary-treasurer. Dean Squires of the University was chosen as director of the National Council of Teachers of English.

ILLINOIS ASSOCIATION OF TEACHERS OF ENGLISH

The thirteenth annual meeting of the Illinois Association of Teachers of English convened in the Moot Court Room of the Law Building of the Law School of the University of Illinois on November 19 at 9:00 A.M. The president of the Association, after calling the meeting to order, spoke informally, emphasizing the idea that better speech week should be expanded into better speech year, by means of thoughtful, organized, persistent effort. The first objective to be sought is distinct articulation, to be secured by a refusal to tolerate in class work indistinct speech and by special drill. The second objective is the elimination of gross errors by means of training the tongue and ear. The third objective is clearer organization of material, more effective sentences, the enriching of the vocabulary, and the acquiring of a more effective diction.

Upon the conclusion of the president's address, the secretary gave his annual report. The nominating committee, previously appointed, brought in the following nominations: for president, Miss Essie Chamberlain of Oak Park; secretary, E. C. Baldwin of the University of Illinois; treasurer, Miss Zada Thornsburg, of the Urbana High School; and as members of the executive committee Miss Florence Crocker, of LaSalle (1923), Miss Nancy Lowry, of Alton (1923), Miss Olive Bear, of Decatur (1922), and Miss Alma Hamilton, of Normal (1922).

The session then proceeded to the reading and discussion of papers, or more precisely, to the reading of papers, for the program was again so overcrowded that little discussion was possible. The program was as follows:

MORNING SESSION, 9-12

President's Address—MISS FLORENCE V. SKEFFINGTON, Eastern Illinois State Normal School, Charleston.

Secretary's Report—PROFESSOR E. C. BALDWIN, University of Illinois.

Objectives as a Basis for Curriculum Reconstruction—PRINCIPAL L. W. HANNA, Centralia.

Report of Committee on Curriculum Reconstruction: A. Literary Attitudes and Reactions in Boys and Girls—MISS ESSIE CHAMBERLAIN, Oak Park.

B. Error Elimination—MISS SUSAN WILCOX, SPRINGFIELD.

Discussion of report: Results of Testing English Composition in Illinois High Schools—MR. A. W. CLEVENGER, Assistant High School Visitor, University of Illinois.

Discussion, led by Mr. O. A. ENGLISH, ROBINSON.

AFTERNOON SESSION, 2-5

Minimum List of Books for First-Year Literature—MISS CLARA N. HAWKES, Decatur.

Discussion: "Better Speech Year"

Better Sentences—PRINCIPAL R. L. SANDWICK, Highland Park.

Better Vocabulary—MISS ISABEL MCKINNEY, Charleston.

Practical Classroom Methods in Oral English—MISS ELIZA THOMAS, DECATUR.

E. C. BALDWIN, *Secretary*

ENGLISH SECTION, THE VIRGINIA EDUCATIONAL CONFERENCE

At the November meeting of the Conference in Richmond the English Section program, devoted to a number of timely and practical problems, was unusually interesting. Owing to illness, the president, Mr. J. R. L. Johnson, of Radford Normal, was unable to be present. In his absence Miss Ray Van Vort, of John Marshall High School, Richmond, presided.

Miss Lucy Henderson, of Bellevue Junior High School, Richmond, sketched the history of Better Speech Week from its inception in 1918 at Kansas City to the present, and told in detail of how it was observed in Richmond schools this year. The work of the pupils of the junior high schools and of John Marshall High School, consisting of plays, parades, and better speech slogans outside of class and an intensive campaign in class, was, in the opinion of the speaker, of very definite and real value in arousing genuine enthusiasm for purer spoken English as a patriotic duty on the part of pupils and the community in general.

"To what extent can poetic appreciation be taught in the high school?" Dr. J. L. Hall, of William and Mary, and Professor A. A. Kern, of Randolph-Macon Woman's College, discussed this question in two addresses replete with humor and sympathy. Dr. Hall asserted: "Poetic appreciation cannot be taught; it may be caught." He eloquently inveighed against the obsolete custom of literary vivisection by analyzing, diagramming, parsing, and transposing such living gems as Poe's "Annabel Lee." He declared that true appreciation of the

beauty of verse can be "caught" only from a teacher inspired and imbued with the divine frenzy of the poet. Professor Kern presented the replies of twenty of his pupils to whom he had submitted this question. He stressed the verdict of one young lady, who decided after mature deliberation that poetic appreciation may be imparted even in the high school by a gifted teacher, mainly through "vivid, sympathetic reading."

President R. E. Blackwell, of Randolph-Macon, in his remarks on the educative value of an outline in teaching composition, was inclined to believe that pupils should not be expected to make outlines as the first step in developing a topic in writing. Rather should they be encouraged to pour out all their ideas in any form and then to reshape and rearrange, eliminate and revise, constructing an accompanying outline almost simultaneously with the completion of the product. He further suggested that everyone, the adult as well as the pupil, will profit by writing every article three times, with an interval of at least a day between each draft.

The most effective scientific tests for the measurement of English composition are yet to be invented, according to Professor F. B. Fitzpatrick, who discussed this phase of the new pedagogy. The Hillegas Scale, Thorndyke's Extension, the Willing Scale, and the Harvard-Newton Scale all represented, he said, successive steps advancing toward the ideal instrument which will afford a standard scale for every grade and eliminate possible errors due to the uncertain quantity of the teacher's personal bias. The speaker believed that the scale ultimately to be evolved will be entirely objective in its application. Of compelling interest was Professor Fitzpatrick's account of the project being worked out in this field by the teachers and pupils of Providence, Rhode Island. Here the speaker took occasion to urge that Virginia teachers engineer a project of their own during the coming year.

Space does not permit an adequate report of the valuable ideas advanced by Professor W. L. Harrell, of the Maury High School, in his talk on "The Place and Function of Literary and Debating Societies in the High School."

The program as a whole was stimulating and inspiring in no small degree, and steps were taken by the English Section which, it may be reasonably hoped, will result in the best meeting yet next year.

The officers for the coming year are as follows: Miss Ray Van Vort, John Marshall High School, Richmond, Va., president; Professor

A. A. Kern, Randolph-Macon Woman's College, Lynchburg, Va., vice-president; and Professor W. L. Harrell, Maury High School, Norfolk, Va., secretary.

WALTER F. BEVERLY

ACTIVITIES IN NEW YORK STATE

The English Section of the New York State Teachers' Association, as the local organization in that state is known, is decidedly active, as is evident from the following program carried out November 23 and 24:

TUESDAY MORNING

President, EDWIN B. RICHARDS, State Department of Education; vice-president, SARAH A. THOMAS, Chazy Central Rural School.

9:00—Opening Remarks. President of the Section.

9:15—"Project Teaching in English." DR. CHARLES R. GASTON, Richmond Hill High School, New York City.

9:45-12:00—Round Table Discussions. Chairman, SARAH A. THOMAS, Chazy Central Rural School, vice-president of the Section.

9:45—"Supervising a High-School Paper." MADELIA H. TUTTLE, Dunkirk High School.

10:00—Discussion led by NORMAN FRICK, Central High School, Syracuse.

10:30—"English in Relation to Vocational Guidance." CARRIE E. HENRY, Central High School, Binghamton.

10:45—Discussion led by J. M. SPINNING, West High School, Rochester.

11:15—"Projects in the High School." Miss E. S. PAYNE, Utica Free Academy.

11:30—Discussion led by J. STEVENS KADESCH, Albany High School.

TUESDAY AFTERNOON

2:00—Business meeting.

3:00—"The Speed of the Day." DR. W. K. WICKES, Syracuse.

4:00—Double session.

"Elementary English and Project Teaching." Question Box. ARLINE DENISON, Potsdam State Normal School.

"Secondary Examinations in English." Question Box. MRS. EUGENE SIMONS, State Department of Education.

WEDNESDAY MORNING

9:00—"Separation of Composition and Literature in the High School." MATILDA T. KARNES, Hutchinson High School, Buffalo.

9:30—"The Dislike of Jordan." C. H. WARD, Taft School, Watertown, Conn.

10:30—Joint Session with the School Libraries Section.

11:45—Reception of the new president and other officers.

The English Section is now planning to issue a leaflet like that of the New England and Illinois Associations. They are accepting subscriptions, taking fifty cents for the first four numbers. The business manager is F. W. Treible, Utica Free Academy, Utica, New York.

The State Department of Education has brought out a little four-page folder of "Suggestions to Those Beginning to Teach English." It contains very much simple, sane advice and the titles of books most helpful in the various branches of English work. Some such leaflet should be put in the hands of every beginner in our field.

NEBRASKA COUNCIL OF TEACHERS OF ENGLISH

The Nebraska teachers of English met in Omaha, November 4, in connection with the Nebraska State Teachers Association. Mr. J. T. House, of the Wayne Normal School, president of the Council, presided. The general theme of the program was the possibilities of literature for social and ethical instruction. Accordingly, stress was laid on the awakening in the child of a social consciousness.

The following program was presented: "Literature and the Love of the Land," Dr. Hartley B. Alexander, University of Nebraska; "Appreciation," Dr. Thomas H. Briggs, Columbia University; "Reactions of High-School Students to Various Classics," Sarah T. Muir, Lincoln High School. Discussion by Nebraska teachers followed the talks of Dr. Alexander and Miss Muir. In both papers and discussion, attention was given to Nebraska writings, John G. Neidhart's "Song of Hugh Glass," "Song of Three Friends"; Keene Abbott's "Wine o' the Winds"; Willa Cather's "O, Pioneers," and "My Autonia," to awaken an enthusiasm for literature.

PRIZE ESSAY CONTEST

The American School Citizenship League has announced its essay contest for 1920-21, open to students of all countries, as were those

before the Great War. There are really two contests, one for Seniors in normal schools and one for Seniors in secondary schools. In each group, prizes of \$75, \$50, and \$25 are offered. The essays, which must not exceed 5,000 words in length, will be rated by a committee of eight widely-known school men and women. For the normal-school students, the topic is "What Education Can Do to Secure Co-operation as against Competition between Nations"; for the secondary-school pupils, "The Essential Foundations of a Co-operating World." Further particulars may be obtained from Mrs. Fannie Fern Andrews, Secretary American School Citizenship League, 405 Marlborough Street, Boston 17, Mass. Completed essays must be mailed to her not later than June 1, 1921.

TEACHERS SECURE A CONSTITUTIONAL AMENDMENT

On November 2, the voters of California approved an amendment to the constitution requiring the state to contribute to the public schools each year an amount not less than \$30 per pupil, and the counties amounts not less than \$60 per pupil. All of the state money and 60 per cent of the county money must be spent for teachers' salaries. It is supposed California will now be able to establish a state-wide minimum of \$1,300. The amendment was put upon the ballot by petition under the leadership of the State Teachers' Association. In the campaign the teachers were cordially aided by the newspapers, movies, etc., but themselves furnished all the money.

THE NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS

The great success of the National Council of Teachers of English has aroused the teachers of mathematics to the formation of a similar organization, with Mr. C. M. Austin, of the Oak Park (Illinois) High School, as president. This Council plans "to create a deeper professional interest among the teachers of mathematics, to bring about more solidarity and a better understanding among the various local associations of mathematics teachers, and to provide practice in the teaching of secondary-school mathematics." John R. Clark, of the Lincoln School, New York City, has been elected editor of the official organ, the *Mathematics Teacher*.

THE PERIODICALS

TWO NEW JOURNALS

Of more than passing interest is the appearance of the first number of the new *Journal of the National Education Association*. It is called No. 1 of Volume X, inasmuch as it succeeds the *News Bulletin* issued during the nine years previous. The new journal, however, is a dignified three-column educational newspaper under the general editorship of Professor W. C. Bagley and editorial management of Mr. Joy E. Morgan. The most important feature of this first number is a leading article by the editor in which he discourses upon the first of a series of ten propositions embodied in the current platform of the National Education Association, namely, a competent well-trained teacher in hearty accord with American ideals in every public-school position in the United States. Succeeding numbers will deal with the remaining planks in the platform. The new newspaper is well edited and well printed and will undoubtedly have a very great influence in determining the educational policies of the public schools of America during the next decade. It begins with a circulation of 60,000, which it is confidently expected will soon reach double that number.

A second new publication is issued by the Board of Education of Detroit, with the title, *The Detroit Journal of Education*. This is under the charge of Charles L. Spain as editor, and C. C. Certain as managing editor, and is devoted to the interests of the intermediate and high schools of the city. The initial number, that of December, 1920, contains eight excellent articles besides many minor features. Among the contributors are President Burton, of the University of Michigan; Professor Kilpatrick, of Teachers College, Columbia University; and Professor Judd, Director of the School of Education of the University of Chicago. There are a number of plates and tables, prominent among which are the plans of the standard intermediate-school buildings to be erected in Detroit. English receives a large share of attention. The publication of a magazine of such quality and scope as this by the department of education of a city is of the greatest educational significance.

THE BOOK LOVERS OF TOMORROW

Professor Philander P. Claxton, United States Commissioner of Education, contributes to *The Bookman* for January, a short but very suggestive article on the teaching of literature. He declares himself in sympathy with the effort of *The Bookman* to develop among boys and girls the habit of reading good literature. This habit must not be

displaced by that of going to the movies, although the wise teacher will know how to make the moving pictures assist in developing a taste for literature. There is distinct improvement in the choice of selections read in the high schools over the lists prepared some years ago by the Commission on College Entrance Requirements. Methods of teaching, too, are more vital. Stress is laid upon selections as a whole, and they are considered from the standpoint of interpretation rather than from that of minute examination of detail. The public libraries are giving very great assistance. So are the National Story Tellers' League and the various reading circles and courses of study, including those arranged by the Bureau of Education. Much remains to be done. All must realize that textbooks are largely second-hand books. Students must be directed to the original books themselves. If boys and girls leaving school at fifteen have the habit of reading, know how to select their books, and read at least four good books a year, the generation growing up will constitute an educated community.

THE DECAY OF ENGLISH PROSE

In *Modern Languages* (British) for December, 1920, is to be found an article by G. F. Bridge which takes a pessimistic view of current English prose. The writer surveys books on politics, books of travel, the literature of science, and finds in each case that present-day writers cannot bear comparison with the old masters. He presents a quotation from Tyndall, for example, and exclaims, "Is there a scientist living who can write like that?" The haste and pressure of modern life, he thinks, have done more than anything else to injure English prose. The loss is considerable, for a psychologist who could combine the expository powers of Huxley with the learning of James might make a fortune of his science. Whether Mr. Bridge is right, each must decide for himself. It is proper to remark, however, that styles change in the writing of prose as well as in dress and means of transportation.

LATIN AND ENGLISH ONCE MORE

One of the questions discussed at the summer session of the Classical Association of the Pacific Coast was "How to Correlate Latin and English." Speaking on this topic, Professor A. P. McKinlay, of the Southern Branch of the University of California, remarked that first we must determine what correlation with English is. Certainly it must be understood to mean the actual use in the study of English of facts learned in Latin. Taking for his illustration the sentence, the speaker held that sentence analysis should begin with the earliest exercises in

Latin, primarily with the object of arriving at the meaning. Then should follow attention to instruction which involves unity, coherence, and emphasis. Punctuation and spelling should not be overlooked, nor the study of derivation. Such plans of correlation have been in operation in the Lincoln High School at Portland, Oregon, with what were thought to be excellent results. Latin is growing more popular. Those interested in Professor McKinlay's address will find it in the *Classical Journal* for March, 1920.

USEFUL DOCUMENTS

Bulletins No. 3 and No. 4 of the Bureau of Educational Research of the University of Illinois are entitled "Standard Requirements for Memorizing Literary Material," by Velda C. Bamesberger, and "Mental Tests for School Use," by Charles E. Holley. Price 50 cents each. Both are of great practical value.—The Bureau of Education in Washington publishes weekly a *Geographic News Bulletin*, which is prepared for it by the National Geographic Society.—The University of Oregon publication for September, 1920, is devoted to a study of *The Mental, Pedagogical, and Physical Development of the Pupils of the Junior Division of the University High School, Eugene, Oregon*, by Giles Murray Ruch. Price \$1.00.—"The Facts of Poetry," an address by Alfred Allan Kern is reprinted as a *Bulletin* of Randolph-Macon Woman's College, Lynchburg, Virginia.—Scholars visiting the British Museum will be glad to have *A Student's Guide to the Manuscripts of the British Museum* by Julius P. Gilson. This may be ordered of the Macmillan Company, New York.—Part III of the *Shakespeare Dictionary* by Arthur E. Baker, Borough Librarian, Taunton, England, is ready. This number is devoted to *Macbeth*. *Julius Ceasar* and *As You Like It* have been issued and *The Tempest* and *Hamlet* are ready for the press. Order through a bookseller or direct from the author.—Two helps for Speech Week, *A Good English Program*, by Lucile B. Barry, and *The Downfall of Poor Speech*, a play by Kate Alice White, are published by March Brothers, Lebanon, Ohio, at twenty-five cents each.—"The Spoken Drama," by Clarence D. Thorpe, Director of Dramatics in the University of Arizona, contains a bibliography on plays and play production, together with a brief introduction. This is *University Extension Series, No. 5* of the University of Arizona.—The *Certain Report on Standard Library Organization and Equipment of Secondary Schools of Different Sizes* may be had of the American Library Association or of the National Education Association on the payment of forty cents. This is the

standard report on the subject prepared by a large committee under the chairmanship of C. C. Certain, of the Northwestern High School, Detroit, Michigan.—A useful list of boys' books based on the advice of men who recall what they liked as boys has been prepared by the School and Children's Department of the Newark Public Library.—A well-organized pamphlet called *Home Reading with School Credit* is issued by the Youngstown Public School and the Youngstown Public Library, Youngstown, Ohio, under the direction of Joseph L. Wheeler, Librarian. The pamphlet contains a list of books for the grade, instructions to the teachers, an article explaining the plan, and a record sheet for each book in the grade.—*The Little Theatre Review*, A Fortnightly Survey published in New York, has reached Number 3 of Volume I.—*The School Magazine*, published by the Keene Normal Training School, Keene, New Hampshire, for January, 1920, contains a number of sample compositions written by children in the elementary grades.—*The Scroll*, published by St. Ursula's Academy at Toledo, is a good example of a students' paper.—*The Report of the Committee on Thrift Education of the National Council of Education*, prepared by Arthur H. Chamberlain, may be had from the N.E.A. at Washington.—Recent pamphlets by the Junior Red Cross are entitled *Production of Children's Garments by Junior Red Cross Auxiliaries*, *Activities of the Junior Red Cross in City, Town, and Rural Schools*, *Manual Training for Junior Red Cross Auxiliaries*.—*The Story of the Yale University Press*, told by a friend, is presented in a handsome format to the friends of the Press.—A remarkable account of the advantages of the city of Decatur appears in a book of 192 pages prepared by pupils of the fifth, sixth, seventh, eighth, and ninth grades of the public schools. All who are interested in teaching English in connection with real situations will be interested in this compilation. Address Superintendent J. O. Engleman.—“The Background of the Battle of the Books,” by Richard F. Jones is reprinted from *Washington University Studies*, Volume VII. Address the author.—Recent *Bulletins* issued by the Bureau of Education are as follows: “Publications Available November, 1920,” “Report of Progress of the Subcommittee on College Instruction in Agriculture,” “Junior High School Mathematics,” “Salaries in Universities and Colleges in 1920,” “Statistics of Public High Schools 1917-18,” “Reorganization of Science in Secondary Schools,” “Development of Agricultural Instruction in Secondary Schools,” “The Eyesight of School Children,” “Requirements for the Bachelor's Degree,” “Monthly Record of Current Educational Publications.”